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## THE FOUNDATIONS OF EDUCATIONAL SOCIOLOGY

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The value of any science must in the long run be tested by its applications. Each member of the scientific hierarchy has had to go through the process of original premise and experiment, theoretical elaboration, and practical application to some phase or phases of the work of human society. Nor have the practical applications waited wholly upon theoretical formulation and statement. Rather they have accompanied each stage of this development. No science has gone far and none is likely to go far without a full recognition of its utilitarian values keeping equal pace with whatever delight the human mind may take in its theoretical study. Thus the theory and methodology of a science demand continued revision and restatement and continued shifting of emphasis as new discoveries are made, and new differentiations of subject-matter must follow any growth or increased complexity of the knowledge areas to be dealt with.

While this has been true of the other sciences, it is more particularly true in the complex field of sociology. Natural philosophy preceded scientific physics. Large visions of psychic theory were embodied in mental philosophy, and practical applications of psychic truths were made before we had a differentiated scientific psychology. In the same way Plato, Aristotle, Adam Smith, Comte, Spencer, and Schäffle perceived the larger principles of social relationship, and practical statesmen and philanthropists acted upon the basis of social knowledge before a real sociological methodology was developed. Since no methodology, however, can far outstrip the practical applications of a science, we have had during the last two decades an enormous quickening of interest in the scientific applications of social theory. In fact, it may be stated with some assurance that the theoretical elaboration of sociology has reached the point of rapidly diminishing returns and

that the future direction and development of the science of sociology will depend more and more upon the development of its sub-sciences. These sub-sciences or differentiations of the general field are nearer to the interests and activities of daily life than the principles of the parent science, and will have, not only a more utilitarian appeal, but will aid more directly in social amelioration. It then becomes of primary importance to general sociology to recognize and aid these sub-sciences, both on account of their basic importance as a foundation of social theory and as a means of larger usefulness in promoting social progress through applied sociology.

#### SUBDIVISIONS OF SOCIOLOGY

Among these differentiations or subdivisions of the general field of sociology to spring into importance with the opening of the new century are social psychology, social pathology, constructive philanthropy, rural sociology, and institutional sociology. Courses in these subjects are offered in many universities and colleges. While some methodologists are objecting to the use of the term sociology in connection with these sub-sciences, it is in entire harmony with the general practice in the other sciences. We have physical chemistry, food chemistry, industrial chemistry, and agricultural chemistry, abnormal psychology, religious psychology, genetic psychology, child psychology, educational psychology, etc. The terminology to be used is much less important, however, than the fact that sociology must build its permanent structure upon the results obtained in its various sub-sciences and will have its largest function in co-ordinating the results of the more specific studies in fields where definite applications may be combined with theoretical study and explanation.

Of the various subdivisions of the general field of sociology that of institutional sociology is by no means the least important. The family has already received quite definite treatment. The church has also received considerable attention. But the school, which in our complex civilization under democratic conditions is extending its field of control and growing more rapidly in comparative importance than any other institution, has received little sociological study and no adequate sociological treatment. It is true that

every sociologist from Comte to Ellwood and Hayes has recognized the fundamental nature of education as the basis of social control and amelioration; but very seldom in sociological literature has any reference been made to the possibility of a basic educational sociology. Even more seldom has there been a recognition of the fact that there may be created an educational sociology that will enter into every phase of educational theory and practice and be as dominating as educational psychology is in our educational systems of the present. It was left, in fact, for psychologists and practical educators to discover and to emphasize the foundational nature of sociology in educational science. As early as 1892 Dr. William T. Harris, whose interests were psychological rather than sociological, wrote:

But no philosophy of education is fundamental until it is based upon sociology—not on physiology, not even on psychology, but on sociology. The evolution of civilization is the key to education in all its varieties and phases—as found in family, civil society, state, and church, as well as in school. Once placed on this basis it is easy to connect any one theory of education—that of Froebel for example—with another—that of Chinese verbal memorizing, or that of the study of Latin and Greek in American colleges—and to show the rationale and the amount and kind of positive help given to the pupil by each.<sup>1</sup>

A few years later Professor George H. Vincent stated:

The thought of social philosophy which sees in the development of society the growth of a vast psychic organism to which individuals are intrinsically related, in which alone they find self-realization, is of the highest significance to the teacher, to whom it suggests both aim and method.<sup>2</sup>

While a definite recognition of an educational sociology was back of Dr. J. M. Gillette's<sup>3</sup> *Vocational Education*, the first definite appeal for an educational sociology on the part of sociologists seems to have been from the pen of Dr. Ellwood in 1912:

Now the science of education has evidently two chief problems: the problem of the aim of education and the problem of organizing a curriculum

<sup>1</sup> *Educational Review*, VI, 34.

<sup>2</sup> G. H. Vincent, *The Social Mind and Education*, p. v.

<sup>3</sup> The first use of the term educational sociology in connection with a school course was by Professor Gillette while in the Valley City Normal School. Dr. Suzalo began giving courses in Teachers College in 1908, and the following year the writer began giving similar courses in the Kansas State Normal School.

which shall be in harmony with that aim. It is the contention of this paper that both of these problems are essentially problems in an applied sociology, and that the science of education, in so far as it concerns these two fundamental problems in education, is essentially an applied science resting upon sociology.<sup>1</sup>

Even Dr. Ellwood's article shows a lack of appreciation of educational sociology as a subdivision of the field of sociology, and he puts upon educators the burden of applying sociology to the field of education. It must be admitted that a large share of the work of applying sociology should be done by practical workers in the field of education, but there is no more reason why sociologists should wait for them to perform the whole service than that they should wait for rural workers to apply the principles of sociology to their particular problems without formulating a rural sociology.

#### THE SOCIOLOGICAL POINT OF VIEW AMONG EDUCATORS

In the meantime educators everywhere have been turning toward the social point of view. Professor John Dewey may well be called the leader of the sociological school of thinkers with reference to educational theory and practice. His experimental school in Chicago and his writings, from his little volume *School and Society* to his *Democracy and Education*, has recognized fully the social nature of effective education in our democratic society. Professor Henry Suzzallo declared in 1908: "As we have a school hygiene and an educational psychology so we must have what is basic, an educational sociology." What is more to the point, he began immediately to act upon his convictions and through his classroom at Teachers College and through his public lectures has done more to lay the foundations of scientific educational sociology and to popularize the subject than any other one individual. Others, such as Scott in his *Social Education*, Betts in his *Social Principles of Education*, and King in his *Social Aspects of Education* and *Education for Social Efficiency*, have continued to discuss the socializing process in educational theory and practice. In reality so much has been done by educators to apply social principles to education that they might well reverse Professor Ellwood's suggestion and ask what sociologists have done to aid educationists in broadening the foundations of educational science by constructing an educational sociology.

<sup>1</sup> *Education*, XXXII, 133-40.

This charge of indifference on the part of sociologists to the applications of their science to education seems all the more just when we note the fact that (so far as I have been able to determine) only two departments of sociology in the country, those at the University of North Dakota and at the Kansas State Normal School, have been giving regular courses in educational sociology. It seems evident that sociologists have been reluctant to co-ordinate their work with that of education, or at least have been slow to realize the importance of this union by assuming joint responsibility with psychology in laying broad foundations for the science of education. That sociologists have been busy in other fields is only a partial defense, since the growth of departments and schools of education in our colleges and universities has been so rapid that the popularization and usefulness of sociology have more to gain from this alliance than from any other in sight. It would appear from the departmental point of view no less than from the scientific and utilitarian standpoints that at the earliest practicable date courses in educational sociology should be offered in every university, and they should be given by sociologists. Such a move would be eagerly welcomed by many schools of education, and working agreements could doubtless be formulated in all.

As in all new movements the first difficulty will be in finding men trained in both fields who can properly give such courses. But a sufficient number of trained men can never be obtained until departments of sociology recognize the relation of their field to that of education and provide courses in which educational applications are predominant. When this is done more students will combine education and sociology in their majors and minors, and when the minds of graduate students are turned toward this combination teachers will be trained for further development in this most promising field.

#### THE ESSENTIALS OF EDUCATIONAL SOCIOLOGY<sup>1</sup>

If a general definition of educational sociology is required, it might be given as the application of the scientific spirit, methods,

<sup>1</sup> The ideas here presented are elaborated in a textbook which is to come from the press of Houghton Mifflin Co., probably in April of this year, under the title, *An Introduction to Educational Sociology*.

and principles of sociology to the study of education. The scope of the subject would require an analysis of our educational systems as they exist, together with an evolutionary study of the way they came to be what they are, and the outlining of a program necessary to bring them into harmony with the progressive demands of a rapidly moving society. This is no mean task and calls for the efforts of many minds in a never-ending process of construction, adaptation, and reconstruction. It will not even then make education simpler, but it ought to make it more effective.

As society becomes more complex and individuals more mutually interdependent, organized systems of education become more varied, more extensive, and more dominating in social control and development. It is easy to discern definite tendencies in recent years for the schools to take over more and more of the educative functions formerly exercised by the home, the church, and the industrial world and to play a continually enlarging rôle in the total training process by which the child is made into the citizen. This process will doubtless continue until the whole period of infancy is utilized in initiating the individual child into the multiform activities of a mature society. Moreover, this growth of the school as an institution is not only extensive but intensive; it will not merely embrace an additional number of years of school training, but a larger amount and variety of the pupil's time and energy during each day and each year. There will consequently be increasing need of better founded and more elaborate educational theory and more varied, adaptable, and effective means of putting this theory into practice.

Even a preliminary treatment of educational sociology must include two fundamentals—a general application of the principles of sociology to the school as an institution and a specific application of these principles to educational practice. Under the first head must come an orientation of the school in the institutional group. The function and aim of the schools in relation to other institutions and to society as a whole must be determined. A body of educational doctrines which recognizes and emphasizes the social ends to be served must be built up to balance the body of doctrines set forth by psychologists with special reference to the individual

ends to be attained. Under the second head must come a specific application of the sociological principles derived from the study of general society to the particular problems arising in school work. These problems range all the way from the public administration of school systems to the minute details of classroom discipline and method. Sociology must come to the aid of the educator in his multitudinous daily tasks as fully and helpfully as psychology has done. Even the tentative and haphazard acceptance of the social point of view has wrought great changes in public-school administration, curriculum, and method; a scientific application of this viewpoint will produce little short of an educational revolution.

GENERAL PRINCIPLES ON WHICH AN EDUCATIONAL  
SOCIOLOGY MUST BE FOUNDED

As the writer sees it, the basic principle to be recognized is that from the sociological standpoint education is the result of the stimulus of social contacts, either with individuals or with groups of individuals representing organized society. Every child inherits a complex physical and mental constitution and a complex physical and spiritual environment. His development, that is, his education in the broadest sense, will be the result of the action and reaction of his inherited constitution upon his environment. Both his heredity and his environment are social to a very large extent and both have their roots deep in the past history of nature and man. The study of the child with his bundle of instincts and predispositions and his plastic nature, with his individualistic outlook on the world, is primarily the function of the psychologist. The study of society with its customs, traditions, and organized institutions, together with its socializing aims and methods, is the work of the sociologist. Any science of education that is at all adequate must take into account both the child and society, must approach the problem of education from the opposite poles of individual receptivity and social aggressiveness. Education, therefore, must be founded equally upon educational psychology, which deals with the child in his efforts to incorporate the essence of organized society within his own consciousness, and educational sociology, which must deal with society in its efforts to incorporate the child



within itself. These reciprocal processes constitute the active forces of education.

It is not to be supposed that these forces and the ideals back of them do not overlap. Educational psychology moves from the individual outward into social and environmental influences as educational sociology moves inward from group interests and influences to the individual person. The primary province of the psychologist is to know the individual as he is, not losing sight of the fact that what he is may be largely determined by social forces, while the primary purpose of the sociologist is to enable us to know the group, not failing to recognize that the group is made up of an amalgamation of individual personalities. These complimentary points of view may not seem important on the surface, but in reality they lead to vast consequences, not alone in educational theory, but in every phase of educational practice.

Since the foundation principle of educational sociology is the study of group influences in education, it follows that its aim must be to formulate the principles of group stimulus as they affect individual character and the reciprocal influence of the individual upon the group. Not only must it formulate these principles, but it must discover and organize the methods by which these principles are to be wrought into an educational system. The sociologist is interested primarily in society, and in so far as his subject is to be applied it must aid in the conservation and improvement of societary relationships. It is therefore the first function of an applied educational sociology to see that our schools are so organized and so conducted that they will accomplish that purpose. Education must not only produce individual efficiency and culture, but it must produce social efficiency and culture. The individual must not only be educated for self and self ends, but for society and social ends. This has been so often said that it has become a mere truism, but in reality our educational system is so much the outgrowth of the individualistic conception that we are just beginning to realize that in practice we are neglecting training for social participation. Our schools have been isolated institutions dominated largely by scholastic traditions. They have frequently been made so on purpose, and even when the social vision has been

present the force of tradition and native inertia has often overruled the educator's judgment or defeated his well-meant and often well-planned efforts. The sociologist in education must insist that every phase of school work be directed toward the production of the socialized individual who not only vaguely recognizes his duty to society, but who is actually trained into social service. This will mean that the school must organize its curriculum in harmony with social demands and adopt a discipline and methods similar in kind to those of social institutions outside the school. The school must not only be a more real part of general society, but general social forces must enter more fully into the composition and direction of school work. By this means alone can adequate training for social participation be brought about.

#### SPECIFIC TASKS OF EDUCATIONAL SOCIOLOGY

The first specific task of an educational sociology is to distinguish carefully between the individual and the group and to evaluate the relative influence of individual and group stimuli on the growing personality. An analysis of any great achievement will show it to be as much the result of group demand as of individual desire. In fact, any great event, such as the discovery of America, the German Reformation, or the development of South Africa, is much more than the work of Columbus, Martin Luther, and Cecil Rhodes. Any great invention, such as the steam-engine, the telephone, or the aeroplane, is the result of the work of a series of inventors instead of that of single individuals. Achievement is as much a social as an individual matter, being a genetic outgrowth of the work of a series of individuals inspired and aided by social appreciation, social encouragement, and social pressure. Moreover, it is general acceptance and usage that make an idea valuable. The socialization of achievement is as important as the original achievement itself. Training in educational sociology alone will be able to drive these truths home to the individual educator and to force the reorganization of our education on such a basis that social or group interests and needs will be put upon an equal footing with individual interests and needs. It will take a much better-distributed social consciousness than we now possess to see that

education is directed toward developing social instincts and capacity and group loyalty as much as to the development of individual instincts and capacity and the idea of self-preservation.

The second task in developing an educational sociology is to analyze our social groupings and to determine their relative values and uses from the educational standpoint. Every social group, whether organized or merely inchoate, has educative value, and many of them have deliberately formulated educational programs. Primary groups, such as the family, the playground, and the community; intermediate groups, such as the school and the church; and secondary groups, such as the state and large cultural organizations, have distinct socializing aims and functions and are consequently educative. It is the child's contacts with these groups, whether it be the direct contacts of the primary group, or the combination of direct and indirect contacts in the intermediate group, or the indirect contacts of the secondary groups through tradition, custom, organized law, literature, etc., that expands his vision, his sympathy, and his range of purposive activities. The home, the church, industry, occupational organizations, fraternal societies, social and culture clubs, literary, artistic, musical, and amusemental associations—all are both educational means and educational ends. Teachers have too often failed to realize that even during the one hundred and eighty days in the year when school influence is most dominant these other influences are very powerful, and that during the other one hundred and eighty-five days they are almost supreme in their dominance over the welfare of youth. Educational sociology must furnish the synthetic point of view which will enable the school to broaden its work by securing the aid of these organizations.

Most of all in our day the state has become both a means and an end in education. The state is interested, not only in producing educated and efficient individuals who are able to increase the productive and competitive materials of commerce and industry, but in producing socialized and co-operative members of society. Modern states have come to include within their sphere of control the aims and activities of all other organizations. Coincident with this extension of state function has come an extension of citizen

rights and duties. Popular suffrage has brought increased individual responsibilities to the citizen, and governments must see that citizens are trained to meet those responsibilities. The voter must be educated, not merely into political intelligence, but into political activity. It is not enough to have intelligent voters, but we must have unselfish workers in civic affairs. Statesmanlike leaders must have intelligently appreciative followers, and these can be produced only in an atmosphere of sympathetic devotion to political service through actual participation. Continued discussion based upon intelligent teaching in the public schools alone can maintain a sane balance between party loyalty and independency. Only an education which recognizes and uses group influences and methods as a social laboratory can establish an equilibrium between the individualist and the socialist, the conservative and the radical, the "standpatter" and the "mugwump," and develop prophylactics against the boss who thrives under individualism and the demagogue who flourishes under collectivism. It is a sane educational sociology which must lead the way to a state system of education that will train citizens to a comparatively equal intelligence and spirit of sacrifice in dealing with public business.

But it is not sufficient to discover the educational functions and needs of these various social organizations. General principles must be outlined for their utilization in our school systems. A general synthesis of the educational ideals of all social institutions having important educational bearings should be formed and means of co-ordinating their efforts worked out. The school should in more direct ways be affiliated with the home, the church, the club, the playground, the occupational organizations, cultural societies, business life, and civic activities. At present, while the church educates religiously, industry educates economically, general society educates socially, and cultural agencies educate culturally, there is no central co-ordinating agency to centralize and unify their efforts. Consequently they lack direction and breadth of view and technical efficiency. The school is the only institution whose sole mission is education and whose sanction is powerful enough and universal enough to bring about the needed unification.

Moreover, the school has developed a technique and an educational driving power not found in the other institutions. Hence the school must be the central axis about which all educative effort must be made to revolve. This will require a full understanding of the social point of view which will reveal the dependence of the school upon general society through all of its units of organization, and an equally clear view on the part of those organizations of the superior knowledge and technical skill of the school in the work of training youth. Only the synthetic view of educational sociology which ever keeps in the foreground the needs of general society is broad enough to bring about this desideratum.

A third task of educational sociology is that of orienting a series of general principles which run through society as a whole and which must consequently be enforced through school activities. Such a principle is that of democracy. The persistent and universal fact of a growing democratization of every form of social activity must find response in every phase of educational organization and practice. Political democracy is evident in the universal trend of advanced governments both toward the extension of their sphere of activities into business, social, and institutional control and toward the enlargement of the percentage of the population taking part in this control. Economic democracy is evident in the increased returns to the laborer in modern times and in the growing solidarity and aggressiveness of the laboring population. Social democracy is shown in the breaking down of class lines and in the opening up of avenues of advance from one class to another. Cultural democracy is visible in the increasing percentage of literacy, the popularization of the plastic, color, and mechanical arts, the spread of musical taste and possibilities through mechanical reproducers such as the pianola and the phonograph, the universalizing of the drama through moving pictures, and the cheapening and popularizing of literature through its multitudinous forms and its wide appeal. All of these democratizing measures must find in the schools a ready response. A democratic society puts democratic imperatives upon the schools, and it is the sociologist rather than the psychologist who must be held responsible for whatever reorganization of our educational system is necessary to meet these imperatives.

A fourth task of educational sociology is to aid in the reconstruction of educational history. Under the impulse of the social point of view the history of education is undergoing much the same sort of reconstruction as is so noticeable in general history. Just as ordinary history is broadening from the old type of political and military history to that of the general social history of peoples, so the history of education is broadening from the study of the lives and theories of certain educational leaders to the study of the general social education of population groups. Sociology must aid in this process by keeping the emphasis upon the total educational influences of all institutions instead of allowing it to be confined to the schools alone. The purpose of history is mainly to illuminate present-day problems by showing the stream of tendency in human evolution, and therefore an educational history that is not based upon a broad educational sociology must remain a general-culture course rather than a technical course for the training of teachers.

#### APPLIED FEATURES OF EDUCATIONAL SOCIOLOGY

Any treatment of the general principles of educational sociology must either be accompanied or followed by the applications of these principles to our existing educational situation. This is not less difficult than a clear-cut statement of the principles to be applied, and it does not fall any less within the province of the educational sociologist. It is true that the practical educator must do the actual work, but it is as much the duty of the sociologist to aid the educator in this work as it is the duty of the psychologist. If the principles of psychology as they have been applied to educational problems have enabled the teacher better to deal with the individual in his personal development we may expect applied educational sociology to be just as effective in aiding the teacher to direct the pupil's social development. Educators are rather blindly stumbling toward this conclusion by using sociological terms and by taking courses in general sociology in preparation for teaching. But the mass of social ideas related to education in the teacher's mind is vague and unorganized. The writer recently attended a state meeting of superintendents in which the program consisted of a discussion of the socialization of school work. The

program was confined to topics concerned wholly with school and community relations. Neither the program makers nor the speakers seemed to be conscious of the fact that they were dealing only with the external factors of socialization, and that there was a whole realm of internal policies just as vitally concerned with socialization as the ones they were considering. Moreover, their vision was not less limited along this line than that of many sociologists. Before we can have an applied educational sociology it is necessary for both educators and sociologists to get a broader and more specific knowledge of the intimate relations that should exist between practical educational problems and applied sociology.

The first effective approach to applied educational sociology is through the use of the social survey in connection with the educational survey. The school survey is merely the application of the social-survey idea in education. No educational survey is complete without a general analysis of the environment of the school. Probably the most significant result of the wave of school surveys sweeping over the country is to be found in the continual emphasis placed upon the social outreachings of the school. But the sociologist is interested in more than the external relations of the school. It is the one institution which the sociologist counts upon more than any other to bring about social control and social advancement. If the school is to be directed toward social amelioration, which is the aim of applied sociology, it must be organized and administered in harmony with social ideals. No school survey analyzing educational conditions as they are and mapping out programs of development for their improvement can be complete without the aid of the sociologist, either directly or indirectly, and the sooner we have a sane educational sociology the sooner these surveys will enter into the broader field of usefulness open to them.

#### SPECIAL PHASES OF APPLIED EDUCATIONAL SOCIOLOGY

Next to the general outline of the aims and work of education in terms of social need through the educational survey educational sociology must deal with the specific problems daily confronted by the educator. Administration, discipline, the curriculum, and methods need to be socialized. In place of the random and tenta-

tive efforts of psychologically trained teachers to bring about socialization must come the scientific efforts of sociologically trained teachers. In order to make specific the process of socialization it will be necessary to take up these phases separately.

School administration has two phases—administration by the public and internal administration by the school authorities. The province of educational sociology in general administration is to see that the principles of social administration found effective in other institutions are applied in education and that the schools are given their appropriate attention and rank according to their social effectiveness. Comparative studies of school, church, and business administration and analyses of school administrative policies from the standpoint of their social utility would very materially affect the efficiency of general school organization. In the same way the application of social-efficiency methods of internal administration would broaden the vision of school administrators and smooth the pathway to better school and community relationships. It is the spread of the idea of social solidarity that will bring about the intimate co-operation between the home, the church, the countinghouse, and the classroom necessary to connect the schools with practical life. A specific phase of school administration, such as discipline, will make this clear.

There are two elements in all social control or discipline—the individual and the social group. Individual conduct in general is a compromise between what the individual wants to do and what society demands that he do. In overt cases where corrective discipline is required the individual is in conflict with society. The purpose of punishment is to restore harmony. One of the most important contributions sociology has made is its contribution to criminology through emphasizing the responsibility of the group for the delinquent, both as a cause and as a cure for delinquency. Civic discipline has been immensely improved, both in humanity and effectiveness, by supplementing the old individualistic view of the lawbreaker with the social view—in other words, by adding sociological insight to psychological insight. In the same way school discipline will be improved by adding sociological treatment to the psychological treatment it has already received. When



the criminal began to be looked upon as a ward of society, out of harmony with its demands, as well as an individual culprit, social elimination in the form of capital punishment began to disappear and is now used only in extreme cases. But school elimination or educational capital punishment still flourishes in mediaeval grandeur. When the social point of view is added to the individual point of view in school discipline, it may not be necessary to remove the scholastic head of a pupil for a wide variety of offenses or to use the educational guillotine on offending Freshmen in blocks of fifty, a hundred, or even five hundred per semester examination. Organized schools are rather advanced products of civilization and compulsory attendance a new phenomenon; hence methods of school discipline are several generations behind state discipline and are very much in need of the broader treatment which educational sociology may provide. Much is already being done toward the socialization of discipline through the use of group stimuli and appeals to the social instincts, but much more rapid progress would be made with a scientific organization and application of social principles and methods.

Even more patent than the values of educational sociology in school administration are its values in determining the curriculum. Our school curricula of the present are largely traditional, and such reorganization as they have undergone in recent years has been too largely psychological and individualistic. They are gradually being worked over and are moving toward the wider social view, but the process is needlessly slow and frequently without a clear idea of the fundamental changes needed. The general process of socializing the program of studies will embody three steps: the elimination of educational materials unadapted to the training of socialized members of society, the filling in with a larger percentage of materials specifically adapted to training for social service, and the reorganization of the revised studies and the added knowledge areas into a co-ordinated whole directed in harmony with the larger ends and aims of education as shown by the need for both individual efficiency and social service. We must look to the broader view of educational sociology to correct the exaggerated emphasis and warped visions of the industrial educationist and the culturist,

and to estimate the relative values of general and specific vocational training as compared with general and specific cultural training. A socialized education must be both practical and cultural, and it is time for educators to drop the controversial standpoint and to see that any education that is truly vocational must be cultural and that culture of itself is as practical an end in education as industrial efficiency.

The final function of applied educational sociology is in the determination of school methods. This has long been assumed to be a psychological problem, but in recent years we are learning that it is equally a sociological problem. Learning is no less the result of group stimulus and group methods than of individual stimulus and tutorial methods. Progressive teachers are realizing more and more that an effective group or classroom consciousness and the lateral pressure of student spirit are as necessary to secure good work on the part of pupils as knowledge and will-power displayed by the teacher himself. Hence the teacher is ceasing to be an intellectual autocrat and instructor and is becoming a class leader. Class rivalry, class democracy, class responsibility, and mutual helpfulness are encouraged as substitutes for the former individual effort inspired by mere force of personality or through the use of artificial rewards and punishments. No socialized curriculum can ever be made effective in practice without the use of fully socialized methods of instruction. An intelligent application of social stimuli to produce social attitudes, social habits, and social-service ideals demands a scientific sociological treatment of classroom and general school methodology.

In each of the foregoing phases of educational practice—administration, both external and internal, discipline, curriculum, and method—we have a right to expect as important advances to follow the development of an applied educational sociology as came from the development of educational psychology. This will result in placing sociology alongside psychology in our normal schools and colleges of education and in making educational sociology a required study as the basis of a license to teach in the public schools. It has taken psychology half a century to supplant philosophy as the basis of educational theory, and scientific educational psychology

is as yet scarcely a generation old; it ought to take not more than half that period to place educational sociology on the same plane with educational psychology in determining and directing both educational theory and educational practice. This desideratum, however, calls for more understanding of education as a science and more study of practical educational problems on the part of sociologists in the future than they have shown in the past. The time seems to be ripe for sociologists to recognize the claims of education for treatment as a branch of applied sociology and to establish more intimate relations with the schools of education, where courses in educational sociology should be as frequently given and will certainly be as popular and useful as courses in educational psychology.